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ABSTRACT

This curriculum guide describes the instructional program in foreign languages to be implemented in Fairfax County Public Schools, kindergarten through Grade 12. Section A describes the program and general goals, curriculum, and course content at levels 1-5. A general introduction to the Greek and Latin programs is also included. Introductions to French, Spanish, German, Russian, and Italian programs are to be added in the future. Section B contains detailed descriptions of programs in French, German, Spanish, Greek, and Latin at all levels. Descriptions of the Russian and Italian programs are to be added in the future. Section C describes learning/teaching strategies based on an AIM unit, contains a "visual cahier" in French to use with AIM I revised, and describes culturally-oriented programs in specific schools (in French, Russian, and Spanish). The following sections also will be added in the future: section D on Prerequisites for Student Placement; section E on Program Evaluation; section F on Instructional Materials Requirement; and section G on Program Support Requirements. (AM)

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FOREIGN LANGUAGE

GRADES 7-12

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.



S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of development. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

FOREIGN LANGUAGE

PROGRAM OF STUDIES

6-75-2

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

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PROGRAM OF STUDIES

FOREIGN LANGUAGE

SECTION A
WORKING DRAFT

MODERN FOREIGN LANGUAGE

The modern foreign language program in grades eight through twelve is an elective four/five year sequence with two principle long range goals. The first is that of acquiring mastery of the basic communication skills of another language. The second involves developing a concept of the likenesses and differences of the foreign people and their culture compared with the civilization of the United States.

Since the degree of proficiency in the development of these goals is generally in proportion to the length of the sequence followed, it is recommended that no less than four years of the language be studied.

There are specific objectives outlined for each level of language studied. The objectives for each level are the mastery of the skills of listening, speaking, reading, writing, and grammar and their interrelationship. The listening comprehension and speaking skills are very closely related and somewhat difficult to separate. The same holds true for the reading and writing skills. Because grammatical proficiency is necessary in order to communicate effectively, it is essential to emphasize grammar while pursuing the other four skills. As proficiency in the language develops, the divisions among these skills become increasingly vague. Vocabulary as an objective in the French and German programs is introduced in level III. Vocabulary acquisition at this level is so extensive that it is necessary to emphasize vocabulary equally with the other skills.

The ALM text with its accompanying materials is the series that is at present employed in the Fairfax County Public Schools. Content of all levels is progressive and sequential and is based upon performance objectives. The content for this series is the successful completion of ten units for levels I and II and eight units for levels III, IV, and V.

The following languages and levels are those offered in intermediate and high schools:

GradesLanguages and Levels

8

French - Spanish I

9 - 12

Fr-Sp II, Fr - Ger - Ital - Russ - Sp I

Fr-Sp III, Fr - Ger - Ital - Russ - Sp II

Fr-Sp IV, Fr - Ger - - Russ - Sp III

Fr-Sp V, Fr - Ger - - Russ - Sp IV

One credit toward graduation is earned for each year of foreign language completed at grade eight or above.

Level I

Imitation and reproduction of the basic sound system are emphasized. Recall and understanding of the foreign sounds in word and thought groups are stressed. Reading emphasizes the comprehension of material previously learned audio-lingually. Writing involves imitation of patterns, writing from dictation, and writing familiar vocabulary. Grammatical structures and vocabulary are first presented audio-lingually and then mastered through dialogs and pattern drills. Comprehension of the basic sound system, sentence structure, and vocabulary is essential for a strong foundation of language study. Students learn about the influence of the foreign country on American contemporary life and heritage, the way of life of the foreign culture; and the economy of the foreign land(s).

Level II

Pursuit of facility with the sound system continues. Communication of one's own ideas is begun. Reading contains materials not previously reviewed in class and increases as the academic year progresses. Word study becomes an integral part of the expansion of vocabulary. Writing of material already acquired audio-lingually continues through pattern drills, dictations, free responses, and descriptions. Directed composition on controlled structures is begun. Syntactical relationships needed for audio-lingual competence are accentuated. Comprehension of material in each respective skill constitutes an integral part of the level II program. Cultural content focuses on insights into the way of life of the foreign culture, familiarity with principal personages and events, and identifications of some distinctive features of the foreign land(s).

Level III

Control of the sound system of the foreign language is demonstrated. Conversational ability is developed. Reading includes increasingly difficult selections. Vocabulary and idioms that occur frequently are audio-lingually drilled. Writing comprises pattern drills, dialogs, dictations, reports, paragraph construction, and exercises on the reading. Syntactical relationships required for audio-lingual competence are accentuated. Comprehension of complex structures and diversified materials encompass the basic skills of level III. Highlights of important pre-twentieth century historical periods and outstanding personages and their respective contributions to science and technology are emphasized. The outstanding schools of painting as well as the significant architectural styles are studied.

Level IV

Oral communication is exhibited through conversation, group discussion, skits, dialogs, reports, reading selections, and the media. Reading with direct comprehension includes a variety of materials, textbook as well as supplementary. Vocabulary building encompasses extensive practice with synonyms, antonyms, idioms and their inferred meanings and their interrelationship with different contexts. Controlled writing decreases as students demonstrate ability to practice free composition. Writing personal letters begins. The manipulation of syntactical relationships continues. The communication skills in level IV entail comprehension with ease of sustained conversations, lectures, and diversified materials. Study of the principles and workings of government as well as identification of outstanding performers, sculptors, and composers comprise one aspect of the study of culture. The other consists of an examination of various elements of contemporary society.

Level V

Oral communication continues with emphasis on discussions of reading material. Analysis of the various literary forms becomes a significant part of the reading program. Required reading as well as independent reading takes place. Reading for comprehension or ideas rather than for individual words or sentences is stressed. Directed writing is augmented by the development of free composition. Grammar is systematically reviewed. Adeptness in comprehension is demonstrated through extensive reading and more sophisticated usage of the communication skills. In conjunction with the extensive readings, acquaintance with the principle literary movements ensues. In addition, an in-depth examination of selected cultural topics is presented.

CLASSICAL LANGUAGES

G R E E K

L A T I N

THE STUDY AND APPRECIATION OF GREEK

The objectives of the study of Greek are as follows:

GREEK
HISTORY

That the pupil may acquire a knowledge of the life, customs, and ideals of the Greeks through reading literature in the Greek language and through individual reading and reports of related books in English on Greek history, Greek religion, Greek customs, and Greek historical novels and by the use of related movies, slides, filmstrips, and lectures.

GREEK
INFLUENCE

That the pupil may broaden his awareness of the contributions of Greek civilization and culture to modern life by tracing its influence in commercials, literature, theatre, movies, modern architecture, law, and in other languages he has studied; this he accomplishes individually through the reading of magazines and newspapers, his social studies, and English and modern foreign language courses. He enters his findings in the cultural section of his notebook.

GREEK
LANGUAGE

That the pupil may learn Greek grammar functionally through the reading and writing and speaking of Greek, and in so doing gain skill and knowledge of the language and an appreciation of the author's style and meaning, and perceive relationships between English and Greek and between Greek and any other language he has studied.

GREEK
VOCABULARY
& DERIVA-
TIVE STUDY

That the pupil may build a useful Greek vocabulary to increase his skill in the Greek language and to increase his English vocabulary by recognizing the derivation of our English words from Greek.

THE SOUND
OF GREEK

That the pupil may gain confidence and knowledge of the sound of Greek through oral reading both prose and poetry.

LATIN

The classical language program in grades eight through twelve is an elective four/five year sequence with several long-range goals. One such goal is that of developing the skill necessary to comprehend the meaning of Latin passages without actual translation into English. Another involves the development of a thorough understanding of the interrelationship of the elements of simple, compound, and complex sentences. A third goal concerns the development of the ability to use Latin structures in writing sentences that vary in complexity. Still another goal has to do with developing an expanded English vocabulary by studying English derivatives from Latin roots.

Since the degree of proficiency in the development of these goals is generally in proportion to the length of the sequence followed, it is recommended that as many years as possible of the language be studied.

Specific objectives for each level of the language being studied have been carefully outlined in the following document. Mastery of the reading, writing, speaking, vocabulary, grammar, and syntax objectives for each level is the intended goal. While this program of studies purports to be a broad guideline for classical language teachers and suggests the minimum requirements for successful progression to subsequent levels, it is designed to allow flexibility for teachers using traditional approaches as well as for those employing individualized instruction and innovative techniques. Generally speaking, this program of studies proposes a particular framework for teaching Latin within which individual teachers may function most effectively.

PROGRAM OF STUDIES

FOREIGN LANGUAGE
GRADES 7-12

SECTION B
WORKING DRAFT

F R E N C H

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the foreign language.
 - Differentiates immediately between the sounds when presented with a battery of English and French sounds
 - Recognizes syllabification and stress
 - Distinguishes French intonation and inflection from that found in English
 - Distinguishes between interrogative and declarative statements
2. The student develops, by practice, auditory memory (recalls and understands the meaningful recombinations of French sounds in words and thought groups).
 - Understands and recalls material previously learned in dialogs drills and exercises
 - Identifies objects or persons from oral descriptions
 - Responds to oral commands and directions

Speaking Objectives

1. The student imitates and then reproduces the basic sounds of French with near native pronunciation.
 - Reproduces the basic sounds in isolation, minimal pairs, words and sentences
 - Displays acceptable pronunciation while reading aloud, in unison and individually
2. The student demonstrates comprehension of the French level I content by oral descriptions and interaction in a conversational situation.
 - Identifies and describes pictures, objects, and persons
 - Answers questions indicating comprehension
 - Formulates questions from a given answer
 - Engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- Reads material learned audio-lingually
- Progresses from basic dialogs to selections containing recombined vocabulary and structures
- Deduces the meaning of cognates
- Answers questions based on reading material

Writing Objectives

1. The student writes correctly familiar vocabulary.
2. The student writes material which has been mastered audio-lingually.
3. The student writes correctly familiar material as dictated.

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in French.
2. The student recognizes and manipulates syntactical relationships of the French level I content.
 - Engages in structural substitutions (agreement of adjectives, gender, pronoun substitution, and verb person, number and tense)

Culture Objectives

1. The student demonstrates understanding of the influence of the French culture on that of America.
 - States the principal countries in which French is spoken
 - Names the early explorers and areas of settlement
 - Describes the influence on the American heritage as reflected in the English language and social customs
2. The student identifies basic facts about the geography and economy of France.
 - Cites general information concerning origin of France, flag, motto, capital city
 - Describes physical geography
 - Lists principal cities and cultural subdivisions
 - Manipulates the currency
 - Compares and contrasts the metric system with the American system of measurement
3. The student reflects understanding of some aspects of the French way of life.
 - Examines significant social and religious customs
 - Identifies principal sports, holidays, and leisure activities
 - Investigates, prepares, and samples cuisine

French Level One Content

Note: The following concepts and grammatical principles are presented in the first 10 units of the ALM text. These are minimum requirements for successful progression into level two.

- alphabet
- familiar vs formal address
- general interrogative expressions
- numbers: cardinal and ordinal
- pronouns: subject, direct object
- regular er, ir, re verbs
- irregular verbs in the present tense
(être, avoir, faire, aller, dire, lire, écrire, dormir, partir, sortir)
- stem-changing verbs in the present tense (appeler and emmener)
- aller plus infinitive
- possessive adjectives
- prepositions with countries
- negation (ne...pas; ne...rien; ne...jamais; ne...plus)
- definite and indefinite articles and special uses
- contractions with a and de
- constructions with de
- prepositions
- usage, formation and position of adjectives
- time and weather expressions
- imperative
- negative-- partitive
- noun plurals

Level One Optional Content

Note: Many teachers have expressed concern that the grammatical content in level two is excessive; therefore; if possible, attempt to incorporate part of this grammatical material in level one:

1. passé composé with avoir
2. irregular past participles
3. indirect object pronouns
4. irregular verbs in the present tense (pouvoir, connaître, savoir, venir, voir, prendre, mettre, croire)
5. demonstrative adjectives

Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the French sound system.
 - Differentiates immediately between the sounds when presented with a battery of English and French sounds
 - Recognizes syllabification and stress
 - Distinguishes French inflection and intonation from that of English
 - Continues to practice exercises using minimal pairs, word groups, and incomplete sentences
2. The student comprehends French as spoken in a conversational situation.
 - Recalls material previously drilled audio-lingually
 - Incorporates newly acquired material in a variety of listening situations
 - Identifies meaning inferred from context

Speaking Objectives

1. The student displays facility with the French sound system.
 - Reproduces and refines the basic sounds
 - Models the sound system from structures acquired in basic materials
 - Displays correct pronunciation and intonation while reading aloud familiar passages
2. The student begins to generate his/her own communicative ideas.
 - Identifies and describes items in isolation and in situations
 - Answers questions indicating comprehension
 - Makes appropriate verbal responses to oral commands
 - Formulates questions from a given answer
 - Engages in short dialogs and oral descriptions based on controlled structures and vocabulary
 - Recombines familiar material on specific topics

Reading Objective

The student reads and comprehends increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- Expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes, and roots
- Answers oral and/or written questions based on reading selections
- Summarizes and describes orally the salient ideas of a reading selection

Writing Objectives

1. The student writes correctly familiar vocabulary.
2. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.
3. The student begins directed composition based on controlled structures.

Grammar Objectives

1. The student recognizes the structural elements of a sentence in French.
2. The student manipulates syntactical relationships of the French level II content.

Culture Objectives

1. The student identifies distinctive features of France.
 - Names places of interest, famous cities, buildings, and monuments
 - Notes provincial differences
 - Recognizes the influence of geographical features on the architecture
2. The student exhibits familiarity with the principal personages and outstanding events of French history.
3. The student displays knowledge of the way of life of the French culture.
 - Compares and contrasts the educational institutions of France with those of the U.S.
 - Examines significant holidays, customs, and way of dress
 - Investigates, prepares and samples cuisine
 - Identifies principal composers
 - Examines the system of names

French Level Two Content

Note: The following concepts and grammatical principles are presented in units 11 through 20 of the ALM text. These are minimal requirements for successful progression into level III

- Review of concepts and grammatical principles of level I
- Possessive and demonstrative adjectives
- Usage, formation and position of adjectives
- Comparative and superlative degree of adjectives
- Pronouns: direct object, indirect object and independent
- Pronouns Y and En
- Interrogatives
- Formation of adverbs
- Prepositions with countries
- Expressions of quantity
- Irregular verbs in the present indicative
- Stem-changing verbs
- Irregular past participles
- Verb tenses: present, passé composé with être and avoir, imparfait
- Imperative
- Venir de + infinitive
- Verbs + de + infinitive
- Verbs + à + infinitive
- Reflexive constructions: imperative and passé composé
- Position of object pronoun with passé composé
- Agreement of past participle
- Usages of the imperfect
- Imparfait vs passé composé

Optional Level II Content

Note: If possible attempt to incorporate the following grammatical material in level II.

- Verb tenses: future, conditional
- Double object pronouns
- Special uses of the present and future
- Relative pronouns
- si clause
- past infinitive
- present participle

Listening Objectives

1. The student comprehends classroom presentations where only French is spoken.
2. The student demonstrates adeptness in comprehending complex structures and diversified material.
 - Understands French spoken at a progressively increasing rate of speed
 - Incorporates newly acquired material in a variety of listening situations

Speaking Objectives

1. The student displays control of the French sound system while speaking and reading aloud.
2. The student communicates orally on a variety of topics.
 - Formulates and answers questions indicating comprehension
 - Summarizes important ideas from reading selections
 - Discusses reading selections and their relevant ideas
 - Makes oral presentations employing newly acquired structures and vocabulary
 - Presents skits and dialogs

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.
2. The student reads and comprehends increasingly difficult selections.
 - Answers questions based on reading selections
 - Summarizes the significant ideas found in the reading
3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he can express orally.
 - Writes dialogs, dictations, exercises on the reading and reports
2. The student writes directed composition based on controlled structures.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the French level III content.

Vocabulary Objective

The student masters vocabulary and idioms that occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Infers meaning of new words related to words with which they are already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objectives

1. The student indicates knowledge of important pre-twentieth century historical periods and great personalities of France.
 - Identifies outstanding personalities
 - Names early invaders
 - Lists empires
 - Notes areas of French colonization
 - Examines reigns, wars, and their respective causes and effects
2. The student identifies outstanding personages and their respective contributions to science and technology.
3. The student displays knowledge of selected works of art and the following schools of painting: classic, romantic, impressionistic, post-impressionistic, and cubist.
4. Identifies the Romanesque and Gothic architectural styles found in France.

French Level Three Content

Note: The following concepts and grammatical principles are presented in units 21 through 28 of the ALM text. These are minimal requirements for successful progression into level IV.

- Pronouns: double object, relative, demonstrative
- Interrogatives
- Relative clauses with prepositions
- Adjectives + a or de + infinitive
- Additional negative constructions: ne...que; ne...ni...ni;
ne...personne; ne...aucun
- Stem-changing verbs
- Tenses: future and conditional
- Special uses of the present and future tenses (quand, dès que, lors que, aussitôt que)
- Si clauses
- Depuis construction
- Formation and usages of present subjunctive tense
- passé simple

Optional Level Three Content

Note: If possible, attempt to incorporate part of this grammatical material into level III:

- Le Subjunctif passé
- Le plus-que-parfait
- Le futur antérieur
- Le conditionnel antérieur
- Verbal constructions after the prepositions
- Prepositions with infinitive

Optional:

- Selected short stories
- Personal letters

Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only French is spoken.
2. The student comprehends with ease sustained conversations and lectures.
3. The student grasps the central ideas of an educated foreign individual who speaks at a normal conversational speed on a familiar topic.
4. The student recognizes various subtleties and moods of spoken French.

Speaking Objectives

1. The student approaches mastery of the French sound system while speaking and reading aloud.
2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.
 - Formulates and answers questions indicating comprehension
 - Summarizes principal ideas of reading selections, films, and recordings
 - Discusses reading selections and their relevant ideas
 - Relates pertinent ideas from the reading to everyday situations
 - Participates in a conversation or group discussion on various topics
 - Practices French social courtesies while participating in discussions
 - Practices skits, dialogs and reports

Reading Objective

The student reads with direct comprehension a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.

- Reads independently selections of his/her choice in addition to the required reading
- Uses word form clues (prefixes, suffixes, roots) to discriminate meaning
- Develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning)

Writing Objectives

1. The student writes that which he/she can express orally.
2. The student writes directed as well as creative selections.
 - Writes directed compositions based on controlled structures
 - Writes independently about feelings and about real and imaginary experiences
3. The student writes personal letters.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the French level IV content.

Vocabulary Objective

The student masters vocabulary and idioms which occur frequently.

- Practices expressions with synonyms, antonyms and idioms
- Defines given vocabulary in French
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objectives

1. The students and teacher organize a meaningful program of culture study based on twentieth century society. Some suggested areas of study include the following:
 - a. International and domestic situation
 - b. New role of women and youth in society
 - c. Increasing influence of the media
 - d. Changing role of the government concerning health, education, and welfare
2. The student identifies outstanding performers, sculptors, and composers and their respective influences.
3. The student discusses the principles and workings of the government: the structure (legislative, executive, judicial), the political subdivisions, the role of the citizenry, and the constitution.

Note: The following concepts and grammatical principles are presented in units 29-36 of the ALM text. These are minimal requirements for successful progression into level V.

- Review of levels I, II, III concepts and grammatical concepts
- Tenses: past perfect, future perfect, past imperfect and past perfect subjunctive
- Si clause
- Avant de, pour, sans + infinitive
- Usages of the subjunctive mood
- Subjunctive vs infinitive
- Causative faire construction
- Past infinitive
- Present participle
- Verbs of perception + infinitive
- Possessive pronouns
- Ce as antecedent
- More about the plural of nouns
- Position of adverbs in compound tenses
- Adjective + a or de + infinitive

Optional Level IV Content

Note: If possible attempt to incorporate part of the following material into level IV:

- Selected poems
- Selected short stories
- Selected novels
- Selected plays
- Formal letters

Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only French is spoken.
2. The student demonstrates adeptness in comprehension of sustained conversations and lectures.
3. The student comprehends with ease an educated native speaker, speaking at a normal conversational speed on a subject within the student's experience.
4. The student recognizes various subtleties and moods of spoken French.

Speaking Objectives

1. The student approaches mastery of the French sound system while speaking and reading aloud.
2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.
 - Summarizes principal ideas of reading selections, lectures, films, and recordings
 - Discusses reading selections and their relevant ideas
 - Participates in a conversation, telephone conversation, discussion, and debate on various topics
 - Practices French social courtesies while participating in discussions
 - Presents skits, dialogs, and reports
3. The student begins to speak without direct translation from English to French as evidenced by his/her appropriate usage of syntax, vocabulary, and idioms.

Reading Objectives

1. The student reads with direct comprehension from a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.
 - Uses word form clues to discriminate meaning
 - Develops high speed recognition responses (reading for comprehension of ideas rather than for individual word or sentence meaning)
2. The student reads independently selections of his/her choice in addition to the required reading.
3. The student analyzes various literary forms (poetry, drama, novel), identifying and describing the stylistic features.

Writing Objectives

1. The student writes directed as well as creative selections.
 - Experiments with various styles of writing such as narratives, descriptions, personal essays, exposition, and argumentation.
2. The student observes the conventions which distinguish formal writing from informal spoken language.
3. The student writes personal and formal letters.

Note: The following concepts and grammatical principles are presented in units 37 through 44 of the ALM text. These are minimal requirements.

- review of Levels I, II, III, IV concepts and grammatical principles
- review of negative forms, adjectives, and interrogative forms and inversion
- ~~uses and position of personal pronouns~~
- disjunctive and relative pronouns
- formation and uses of the passive
- the conditional tenses
- uses of the future and past tenses
- uses of the subjunctive
- passé composé vs imperfect
- verbs: transitive or intransitive

Optional Level V Content

Note: If possible, attempt to incorporate part of the following material into Level V:

- selected short stories
- selected poems
- selected plays
- selected novels
- business letter writing

G E R M A N

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the foreign language.
 - Differentiates immediately between the sounds when presented with a battery of English and German sounds
 - Recognizes syllabification and stress
 - Distinguishes German intonation and inflection from that found in English
 - Distinguishes between interrogative and declarative statements
2. The student develops, by practice, auditory memory (recalls and understands the meaningful recombinations of German sounds in words and thought groups).
 - Understands and recalls material previously learned in dialogs, drills, and exercises
 - Identifies objects or persons from oral description
 - Responds to oral commands and directions

Speaking Objectives

1. The student imitates and then reproduces the basic sounds of German with near native pronunciation.
 - Reproduces the basic sounds in isolation, minimal pairs, words, and sentences
 - Displays acceptable pronunciation while reading aloud, in unison and individually
2. The student demonstrates comprehension of the German Level I content by oral descriptions and interaction in a conversational situation.
 - Identifies and describes pictures, objects, and persons
 - Answers questions indicating comprehension
 - Formulates questions from a given answer
 - Engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- Reads material learned audio-lingually
- Progresses from basic dialogues to selections containing recombined vocabulary and structure
- Deduces the meaning of cognates
- Answers questions based on reading material

Writing Objectives

1. The student writes correctly familiar vocabulary.
2. The student writes material which has been mastered audio-lingually.
3. The student writes correctly familiar material as dictated.

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in German.
2. The student recognizes and manipulates syntactical relationships of German Level One content.
 - Engages in structural substitutions (agreement of adjectives, gender, pronoun substitution, and verb person, number, and tense)

Culture Objectives

1. The student demonstrates understanding of the influences of the German culture on that of America.
 - States the principal countries in which German is spoken
 - Names the early explorers and areas of settlements
 - Describes the influence on the American heritage as reflected in the English language and social customs
2. The student identifies basic facts about the geography and economy of Germany
 - Cites general information concerning the origin of countries, flag, motto, and capital city
 - Describes physical geography
 - Lists principal cities and cultural subdivisions
 - Manipulates the currency
 - Compares and contrasts the metric system with the American system of measurement
3. The student reflects understanding of some aspects of the German way of life.
 - Examines significant social and religious customs
 - Identifies principal sports, holidays, and leisure activities
 - Investigates, prepares, and samples cuisine

German Level I Content

Note: The following concepts and grammatical principles are presented in units 1 through 10 of the ALM text. These are minimal requirements for successful progression into Level II.

1. alphabet, syllabification, and stress
2. concept of gender and number
3. concept and usage of the nominative case
4. concept and usage of the accusative case
5. word order (dependent versus independent clauses)
6. general greetings
7. basic interrogative expressions
8. cardinal numbers
9. regular verbs in the present tense
10. irregular verbs in the present tense (i.e. sein, haben, möchten)
11. verbs with a stem-vowel change in the present tense
12. verbs with a separable prefix
13. simple negation
14. idiomatic expressions
15. conjunctions
16. definite/indefinite articles
17. possessive determiners and negative determiner
18. agreement of adjectives
19. familiar versus formal address
20. pronouns (personal and interrogative)
21. prepositions with the accusative case
22. commands (formal, familiar singular, familiar plural, inclusive, and suggestive)
23. plurals of nouns
24. nouns with an ending in the accusative singular
25. diminutive/augmentative suffixes (-in, -chen, -lein)
26. simple time/weather expressions

German Level I Optional Content

Note: Many teachers have expressed concern that the grammatical content in Level Two is excessive; therefore, if possible, attempt to incorporate part of this grammatical material into Level I.

1. concept and usage of the dative case with definite and indefinite articles
2. the dative case forms for personal pronouns
3. the dative case forms of the possessive determiners
4. verbs that take the dative case (i.e., helfen, folgen, danken)

Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the German sound system.
 - Differentiates immediately between the sounds when presented with a battery of English and German sounds
 - Recognizes syllabification and German sounds
 - Distinguishes German inflection and intonation from that of English
 - Continues to practice exercises using minimal pairs, word groups, and incomplete sentences
2. The student comprehends German as spoken in a conversational situation.
 - Recalls material previously drilled audio-lingually
 - Incorporates newly acquired material in a variety of listening situations
 - Identifies meaning inferred from context

Speaking Objectives

1. The student displays facility with the German sound system.
 - Reproduces and refines the basic sounds
 - Models the sound system from structures acquired in basic materials
 - Displays correct pronunciation and intonation while reading aloud familiar passages
2. The student begins to generate his/her own communicative ideas.
 - Identifies and describes items in isolation and in situations
 - Answers questions indicating comprehension
 - Makes appropriate verbal responses to oral commands
 - Formulates questions from a given answer
 - Engages in short dialogues and oral descriptions based on controlled structures and vocabulary
 - Recombines familiar material on specific topics

Reading Objective

The student reads and comprehends increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- Expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes, and roots
- Answers oral and/or written questions based on reading selections
- Summarizes and describes orally the salient ideas of a reading selection

Writing Objectives

1. The student writes correctly familiar vocabulary.
2. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.
3. The student begins directed composition based on controlled structures.

Grammar Objectives

1. The student recognizes the structural elements of a sentence in German.
2. The student manipulates syntactical relationships of the German Level II content.

Culture Objectives

1. The student identifies distinctive features of Germany.
 - Names places of interest, famous cities, buildings, and monuments
 - Notes provincial differences
 - Recognizes the influence of geographical features on the architecture
2. The student exhibits familiarity with the principal personages and outstanding events of German history.
3. The student reveals insights into the way of life of the German culture.
 - Compares and contrasts the educational institutions of Germany with those of the U.S.
 - Examines significant holidays, customs, and way of dress
 - Investigates, prepares, and samples cuisine
 - Identifies principal composers
 - Examines the system of names

German Level II Content

Note: The following concepts and grammatical principles are presented in units 11 through 20 of the ALM text. These are minimal requirements for successful progression into Level III.

1. review of concepts and grammatical principles of Level I
2. present tense and command forms for verbs ending in "-eln," "-ern," and "-nen"
3. nouns with an ending in the accusative singular
4. modals
5. werden and the future tense
6. affirmative answer to a negative command
7. the dative case
8. verbs with a direct object in the dative case
9. prepositions with the dative case
10. usage of the verb 'gefallen'
11. conversational past tense with strong and weak verbs
12. past participles in dependent clauses
13. adjectives not preceded by a determiner
14. adjectives preceded by a definite article or a "dieser" word or by an "ein" word
15. simple or narrative past of modals and irregular verbs
16. use of articles and words denoting nationality
17. concept of the genitive case showing possession
18. more conjunctions
19. simple or narrative past of strong and weak verbs
20. two-way prepositions
21. da-compounds
22. wo-compounds

Optional German Level II Content

Note: If possible attempt to incorporate the following grammatical material in level II.

1. reflexive pronouns
2. reflexive verbs
3. concept and usage of the genitive case
4. prepositions taking the genitive case
5. comparative and superlative degree of adjectives and adverbs
6. comparative and superlative degree of adjectives before nouns

Listening Objectives

1. The student comprehends presentations in a classroom where only German is spoken.
2. The student demonstrates adeptness in comprehending complex structures and diversified material.
 - Understands German spoken at a progressively increasing rate of speed
 - Incorporates newly acquired material in a variety of of listening situations

Speaking Objectives

1. The student displays control of the German sound system, while speaking and reading aloud.
2. The student communicates orally on a variety of topics.
 - Formulates and answers questions on a variety of topics
 - Summarizes important ideas from reading selections
 - Discusses reading selections and their relevant ideas
 - Makes oral presentations employing newly acquired structures and vocabulary
 - Presents skits and dialogs

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.
2. The student reads and comprehends increasingly difficult selections.
 - Answers questions based on the reading selections
 - Summarizes the significant ideas found in the reading
3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he/she can express orally.
 - Writes dialogues, dictations, exercises on the reading, and reports
2. The student writes directed composition based on controlled structures.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the German Level III content.

Vocabulary Objective

The student masters vocabulary and idioms that occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts.

Culture Objective

1. The student indicates knowledge of important pre-twentieth century historical periods and great personalities of Germany.
 - Identifies outstanding personalities
 - Names early invaders
 - Lists empires
 - Notes areas of colonization
 - Examines reigns, wars, and their respective causes and effects
2. The student identifies outstanding personages and their respective contributions to science and technology.
3. The student displays knowledge of selected works of art and the following schools of painting: classic, romantic, impressionistic, post-impressionistic, and cubist.
4. The student identifies the Romanesque and Gothic architectural styles found in Germany.

German Level III Content

Note: The following concepts and grammatical principles are presented in units 21 through 28 of the ALM text. These are minimal requirements for successful progression into level IV.

1. reflexive pronouns
2. reflexive verbs
3. comparative and superlative degree of adjectives and adverbs
4. equal and unequal comparisons
5. comparative and superlative degree of adjectives before nouns
6. usage of the genitive case
7. prepositions taking the genitive
8. time expressions in the genitive case
9. the interrogative pronoun "wessen"
10. relative pronouns and clauses
11. "was" and "wo" compounds in relative clauses
12. perfect forms of modals and of the verbs: helfen, hören, lassen, sehen

Optional German Level III Content

Note: If possible, attempt to incorporate part of this grammatical material into level III.

1. "werden" plus the past participle
2. substitutes for "werden" and the participle construction
3. introduction of the quotative subjunctive
4. personal letter writing

Listening Objectives

1. The student exhibits complete aural comprehension in a classroom where only German is spoken.
2. The student comprehends with ease sustained conversations and lectures.
3. The student grasps the central ideas of an educated foreign individual who speaks at a normal conversational speed on a familiar topic.
4. The student recognizes various subtleties and moods of spoken German.

Speaking Objectives

1. The student approaches mastery of the German sound system while speaking and reading aloud.
2. The student communicates orally with pronunciation and intonation acceptable to a native, with grammatical accuracy, and with some fluency.
 - Formulates and answers questions indicating comprehension.
 - Summarizes principal ideas of reading selections, films and recordings.
 - Discusses reading selections and relevant ideas.
 - Relates pertinent ideas from the reading to everyday situations.
 - Participates in a conversation or group discussion on various topics.
 - Practices German social courtesies while participating in discussions.
 - Presents skits, dialogues, and reports.

Reading Objectives

The student reads with direct comprehension a variety of materials, journalistic as well as literary, progressing from excerpted to unabridged works.

- Reads independently selections of his/her choice in addition to the required reading.
- Uses word form clues (prefixes, suffixes, roots) to discriminate meaning.
- Develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning).

Writing Objectives

1. The student writes that which he/she can express orally.
2. The student writes directed as well as creative selections.
 - Writes directed compositions based on controlled structures.
 - Writes independently about feelings and about real and imaginary experiences.
3. The student writes personal letters.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of the German Level IV content.

Vocabulary Objective

The student masters vocabulary and idioms which occur frequently.

- Practices exercises with synonyms, antonyms, and idioms
- Defines given vocabulary in German
- Infers meaning of new words related to words with which he/she is already familiar
- Interrelates new vocabulary and idioms within different contexts

Culture Objective

1. The students and teacher organize a meaningful program of culture study based on twentieth century society. Some suggested areas of study include the following:
 - a. International and domestic situation
 - b. New role of women and youth in society
 - c. Increasing influence of the media
 - d. Changing role of the government concerning health, education, and welfare.
2. The student identifies outstanding performers, sculptors, and composers and their respective influences.
3. The student discusses the principles and workings of the government: the structure (legislative, executive, judicial), the political subdivisions, the role of the citizenry, and the constitution.

Level IV Content

1. "werden" and the past participle
2. substitutes for "werden" and the past participle construction
3. simple quotative forms of haben and of weak and strong verbs
4. simple quotative forms of modals and of "wissen, werden, and sein"
5. compound quotative form
6. indirect questions and statements
7. some other uses of the subjunctive
8. anticipatory da-compounds
9. indefinite personal pronouns
10. "es" as the grammatical subject
11. "um, ohne, anstatt" with "zu" and "damit"
12. "um zu" and "damit"
13. "der" and "dieser" words as demonstrative pronouns
14. possessive pronouns
15. adverbs and related adjectives
16. the relative pronoun "wer"
17. participial constructions for relative clauses

Level IV - Optional Content

If possible, attempt to incorporate part of the following material into
Level IV:

- formal letter writing
- selected short stories
- selected poems
- selected play
- selected novel

I T A L I A N

(40)

Italian program is being prepared

R U S S I A N

47

Russian program is being prepared

S P A N I S H

Listening Objectives

1. The student recognizes aurally the basic sound system and intonation patterns of the Spanish language.
 - differentiates immediately between the sounds when presented with a battery of English and Spanish sounds
 - recognizes syllabification and stress
 - distinguishes Spanish inflection and intonation from that found in English
2. The student develops, by practice, auditory memory (recalls and understands meaningful combinations of foreign sounds in words and thought groups)
 - understands and recalls material previously learned in dialogs, drills, and exercises

Speaking Objectives

1. The student reproduces the basic sounds with pronunciation understandable to a native speaker.
 - reproduces the basic sounds in isolation, minimal pairs, words, and in sentences
 - imitates the teacher and recordings
2. The student demonstrates comprehension of Spanish level I content by oral descriptions and by interaction in a conversational situation.
 - identifies and describes pictures, objects, and persons
 - answers questions indicating comprehension
 - formulates questions from given answers
 - engages in short dialogs and oral descriptions stemming from subjects in basic textual materials

Reading Objective

The student reads and comprehends selections emphasizing newly acquired vocabulary and structures.

- reads aloud, in unison and individually, familiar materials
- progresses from reproducing patterns to recombining patterns
- reads dialogs previously practiced orally
- deduces meanings of cognates
- answers questions based on reading material

Writing Objective

The student writes those exercises mastered audio-lingually, those dictated, and those practiced in class.

- writes correctly familiar vocabulary
- writes guided answers to dialog and narrative questions
- writes correctly familiar material as dictated

Grammar Objectives

1. The student recognizes the structural elements of a simple sentence in Spanish.
2. The student recognizes and manipulates syntactical relationships of the Spanish level I content.

Culture Objective

The student develops an awareness of the foreign culture in a selection of the following areas:

- a. imported products
- b. influence of Spanish on the English language
- c. influence of the foreign people on American heritage
- d. social and religious customs
- e. sports
- f. holidays and leisure activities
- g. cuisine
- h. geography
- i. flag, motto, national anthem of the various Spanish-speaking countries

Spanish Level One Content

- a. alphabet and syllabification and stress
- b. general greetings
- c. general interrogative expressions
- d. numbers: cardinal and ordinal
- e. pronouns: subject, demonstrative, indirect object, prepositional
- f. regular -ar, -er, and -ir verbs
- g. irregular verbs in the present tense
- h. stem-changing verbs in the present tense
- i. present perfect tense
- j. ir + a + infinitive
- k. acabar de + infinitive
- l. usages of ser and estar
- m. usages of conocer and saber

Grammar Content continued

- n. simple negation
- o. familiar vs. formal address
- p. basic idioms
- q. number and gender
- r. definite and indefinite articles and special uses
- s. contractions with al and del
- t. possession with de
- u. prepositions
- v. personal "a"
- w. usage, formation and position of adjectives
- x. past participles as adjectives
- y. diminutive and augmentative suffixes
- z. time and simple weather expressions

Listening Objectives

1. The student demonstrates proficiency in recognition and discrimination of the Spanish sound system.
 - differentiates immediately between the sounds when presented with a battery of English and Spanish sounds
 - recognizes syllabification and stress
 - distinguishes Spanish inflection and intonation from that found in English
 - continues to practice exercises using minimal pairs, words, monologs and incomplete sentences
2. The student understands spoken Spanish as used in the classroom.
 - listens to appropriate tapes, records and films
 - listens to short stories, descriptions, songs, commands and directions given by the teacher or students
 - listens to selected materials and then identifies the meaning inferred from context.

Speaking Objectives

1. The student displays facility with the Spanish sound system.
 - reproduces and refines the basic sounds from new structures acquired in basic materials
2. The student begins to generate his/her own communicative ideas based on controlled structures and vocabulary from Spanish I and II content.
 - makes appropriate verbal responses to oral commands
 - participates in dialogs about familiar situations
 - recounts familiar incidents
 - recombines familiar material as presented in pattern drills and exercises

Reading Objective

The student reads and studies increasingly difficult selections which emphasize newly acquired vocabulary and structures.

- reads aloud and silently familiar material
- expands vocabulary through use of cognates, antonyms, synonyms, prefixes, suffixes and roots
- based on material read, arrives at conclusions through deductive reasoning

Writing Objectives

1. The student writes exercises which involve patterns, dictations, descriptions, and free responses based on materials already studied.
2. The student now begins directed composition based on controlled structures.
 - rewrites a simple narrative reinforcing structures taught

Grammar Objective

The student recognizes the structural elements in and manipulates the syntactical relationships of a sentence based on level II content.

Culture Objective

The student demonstrates an understanding of the way of life of the foreign culture in a selection of the following areas:

- a. influence of geography on life styles
- b. provincial and national differences
- c. social customs
- d. dress
- e. system of names
- f. avocations/vocation
- g. education
- h. dialects
- i. music
- j. historical highlights
- k. architectural styles
- l. famous cities and places of interest
- m. buildings and monuments
- n. metric system

Spanish Level II Content

- a. stem-changing verbs in the present indicative, e-i, i-r verbs
- b. irregular verbs in the present indicative
- c. present progressive tense
- d. more about negation
- e. possessive adjectives, long and short forms
- f. direct and indirect object pronouns, sequence, use and position
- g. generic use of the definite article
- h. irregular past participle
- i. nominalization
- j. use and formation of reflexive pronouns and verbs
- k. comparatives and superlatives
- l. regular, irregular, stem-changing preterite verbs
- m. regular and irregular verbs-- imperfect tense
- n. preterite vs. imperfect-- usage
- o. prepositions por and para
- p. compound verbal constructions in the past
- q. demonstrative aquel and neuter aquello adjectives
- r. nominalization with lo
- s. regular affirmative familiar commands
- t. stem-changing present participles e-i, o-u
- u. se used impersonally
- v. cardinal numbers 100 --1,000,000,000
- w. formation of adverbs

Listening Objective

The student demonstrates adeptness in comprehending longer and more complex structures and diversified material as presented at an increased rate.

- incorporates newly acquired material in a variety of listening situations
- comprehends classroom presentations in a totally Spanish environment
- recognizes all of the basic syntactical patterns of speech
- discriminates between time concepts as represented by verb forms

Speaking Objectives

1. The student displays control of the Spanish sound system.
2. The student summarizes, asks about, and answers questions on familiar material.
 - discusses reading selections and relevant ideas
 - makes oral presentations employing newly acquired vocabulary and structures
 - gives correct oral rejoinders to cues
 - produces longer and more complex expressions

Reading Objectives

1. The student recognizes word relationships and associates them with meaning.
2. The student reads aloud and/or silently with comprehension selections of unfamiliar material written in an uncomplicated style using the basic text and supplementary materials.
 - develops passive vocabulary
 - summarizes the salient ideas found in the reading
3. The student relates pertinent ideas from the reading to everyday situations.

Writing Objectives

1. The student writes material and ideas which he/she can express orally.
 - writes dialogs, dictations, exercises on the reading and reports
2. The student writes uncomplicated Spanish sentences in simple combinations, free from Anglicisms, making use of an expanding active vocabulary and knowledge of structure.

Grammar Objective

The student recognizes and manipulates the syntactical relationships of Spanish level III content.

Culture Objective

The student displays knowledge of pre-twentieth century history of Spain and Latin America in a selection of the following areas:

- a. historical personalities and periods
- b. scientific personalities and their contributions
- c. artists and schools of painting
- d. composers and musical works

Spanish Level Three Content

- a. formal and familiar commands: affirmative and negative
- b. indirect commands
- c. present subjunctive: forms and usage
- d. position of object pronouns with commands
- e. relative pronouns and donde
- f. hacer and expressions of time
- g. que and como in exclamatory phrases
- h. irregular and regular conditional tense
- i. irregular and regular future tense
- j. past subjunctive: forms and usage
- k. indicative and subjunctive in si clauses
- l. se and indirect object pronoun

Listening Objective

The student understands new material which incorporates familiar as well as recognizable vocabulary as presented by a native at a conversational speed.

- listens to long passages recalling details in logical sequence
- listens to varying dialects
- recognizes various subtleties and moods as conveyed by spoken Spanish

Speaking Objectives

1. The student approaches mastery of the Spanish sound system.
2. The student describes, summarizes, explains and discusses any basic subject matter comparable in difficulty to that which he/she has learned.
 - expresses ideas using complete sentences and pronouncing correctly and distinctly
 - practices Spanish and Latin American social courtesies while participating in discussions
 - summarizes orally the main ideas found in reading selections, films, news media, and recordings
 - presents skits, dialogs and oral reports

Reading Objective

1. The student practices independent reading from the basic text and from a variety of supplementary materials developing an understanding without translation or reference to English.
 - reads longer and more varied selections of greater difficulty than those found in level III
(novels, plays, poems, essays, biographies, songs, magazine and newspaper articles)
 - develops high speed recognition response (reading for comprehension of ideas rather than for individual word or sentence meaning)
 - reads ahead to identify the word in total context
 - applies word-form clues (prefixes, suffixes, etc.) to discriminate words of similar form

Writing Objective

1. The student writes directed as well as creative selections.
 - expresses in writing with clarity, completeness, and accuracy
 - writes independently about experiences, feelings, and imaginative ideas
 - writes letters

Grammar Objective

The student continues to expand and to refine grammatical concepts and structures as found in the Spanish level IV content,

Culture Objective

The student and teacher organize a meaningful program of culture study based on twentieth century society.

Some suggested areas of study include the following:

- a. position of women in society
- b. role of youth in society
- c. position of the Church and social change
- d. role of communication
- e. arts in the twentieth century (composers, painters, performers poets, authors)

Spanish Level IV Content

Continuation of usage of the following:

- a. present and past subjunctive
- b. nominalization
- c. relative pronouns
- d. object pronoun
- e. past participle
- f. reflexive pronoun
- g. definite article

Presentation of the following:

- a. the construction of haber + de + infinitive
- b. vosotros: formation and usage
- c. perfect tenses: indicative and subjunctive
- d. future and conditional of probability

Listening Objectives

1. The student understands an educated native person who speaks at normal conversational speed and uses a wide range of vocabulary and syntactic patterns of varying complexity.

- Listens to radio and T.V. programs
- Attends movies intended for native audiences
- Listens to visiting native speakers
- Listens to cultural explanations and descriptions in art galleries and museums (such as the program offered in French and Spanish at the Smithsonian Institute)

2. The student demonstrates adeptness in comprehension of sustained conversations and lectures.

- Listens to selected passages for the purpose of dictation
- ~~- Listens for the purpose of taking notes~~

3. The student recognizes subtleties and moods of spoken Spanish.

4. The student exhibits complete aural comprehension in a classroom where only Spanish is spoken.

Speaking Objectives

1. Utilizing a pronunciation and intonation acceptable to a native speaker, the student converses with a reasonable degree of fluency and grammatical accuracy, using appropriate vocabulary, either in a sustained talk on a familiar subject or as a participant in a conversation or on an extemporaneous topic.
 - Summarizes principal ideas of the reading selections, lectures, films and recordings
 - Discusses reading selections and their relevant ideas
 - Participates in a conversation or group discussion on various topics
 - Practices Spanish social courtesies while participating in discussions
 - Presents skits, dialogs, and reports
 - Participates in a telephone conversation, group discussions and debates
2. The student begins to speak without direct translation from English to Spanish as evidenced by his/her appropriate usage of syntax, vocabulary, and idioms.

Reading Objectives

1. The student directly comprehends a variety of reading material, journalistic as well as literary, relating selections to his/her own experiences and giving imaginative answers to a variety of questions.
 - Uses word from clues to discriminate meaning
 - Distinguishes words essential to his/her comprehension
 - Develops high speed recognition response, (reading for comprehension of ideas rather than for individual word or sentence meaning)
2. The student analyzes various literary forms (poetry, drama, novel)
(Identifying and describing the stylistic patterns)

Writing Objectives

1. The student writes descriptions, essays, narrations compositions, expositions, and argumentations based on familiar material and topics of interest.
 - Experiments with various styles of writing
 - Writes personal, formal, and business letters
2. The student observes the conventions which distinguish formal writing from informal spoken language.

Grammar Objective

The student systematically reviews and acquires a knowledge of more sophisticated syntactical relationships.

Cultural Objective

The students and teacher organize a meaningful program of culture study.

Some suggested areas of study include:

- a. Write newspaper articles and publish a newspaper in Spanish
- b. Study in depth the ancient cultures and ruins of the Maya, Aztec and Inca
- c. Produce a movie (such as a travel film-- have students make a tape to go along with the film)
- d. Study in depth the biography of a famous Spaniard or Latin American
- e. ~~Study the outstanding literature of Spain and South America~~

- Generation of '98-- Unamuno
- Sombrero de Tres Picos
- Siglo Veinte
- Cinco Maestros (five author anthology)
- Solar Hispanico
- Short stories of Mario Vargas Llosa
- Cuentos del Sur (anthology of short stories from southern South America)
- El Tunel-- Ernesto Sabato
- Bodas de Sangre
- Muerte en el Barrio
- Yerma

G R E E K

I. Content of Greek I

A. Grammatical Forms

1. Nouns

- a. A--Declensions--Feminine, Masculine, and Contract Nouns
- b. O--Declensions--Masculines, Neuters, Contract Nouns
- c. Consonant Declension-- π --Mute and K-mute Stems
 - τ - Mute Stems
 - Liquid Stems
 - Syncopated Liquid Stems
 - Stems in σ
 - Stems in ι and υ
 - Stems in a Diphthong

2. Adjectives

- a. A--and O--Declension
- b. Consonant and A--Declension
- c. Consonant Declension
- d. Irregular Declension
- e. Regular and Irregular Comparison of Adjectives
- f. Possessive Adjectives and their uses
- g. The Definite Article

3. Pronouns

- a. Personal and Intensive
- b. Reflexive
- c. Reciprocal
- d. Demonstrative
- e. Interrogative
- f. Indefinite
- g. Relative

4. Verbs--Active, Passive, and Middle Voices, Indicative, Subjunctive, Optative, and Imperative of

- a. ν - Verbs
- b. Liquid Verbs
- c. Mute Verbs
- d. Contract Verbs
- e. MI Verbs
- f. Irregular Verbs - and the tenses of each voice
- g. Infinitives
- h. Participles of all above type verbs
- i. Imperatives

5. Adverbs

- a. Regular Comparison of adverbs
- b. Irregular Comparison of adverbs

B. Syntax

- 1. Nominative
 - a. Subject
 - b. Predicate noun

2. Genitive
 - a. Possession
 - b. Partitive
 - c. Material
 - d. Measure
 - e. Price or value
 - f. Time within which
 - g. Place from which
 - h. Source
 - i. Comparison
 - j. Agency
 - k. Absolute
3. Dative
 - a. Indirect Object
 - b. Reference
 - c. Possession
 - d. Agency
 - e. Association
 - f. Means
 - g. Cause
 - h. Manner
 - i. Degree of difference
 - j. Place where
 - k. Time when
 - l. With adjectives
4. Accusative
 - a. Direct object
 - b. Cognate object
 - c. Adverbial modifier
 - d. Respect
 - e. Place to which
 - f. Extent of time or space
 - g. Subject of an infinitive
 - h. Some verbs take two accusatives

VERBS

5. Vocative
 - a. Person addressed
 6. Uses of Indicative, Subjunctive, Optative, and Imperative Moods
 7. Uses of the Infinitives and Participles
 8. Tense Uses
 - a. Present
 - b. Imperfect
 - c. Aorist
 - d. Perfect
 - e. Future
- C. Translation
1. Greek stories dealing with Greek culture
 2. Greek exercises into English
 3. English exercises into Greek

- D. Vocabulary enrichment
 - 1. Mastery of vocabulary in word lists
 - 2. Applying recognition of English derivatives in learning Greek vocabulary.
- E. Reading and discussion of books dealing with aspects of Greek culture and its influence on the modern world.
- F. Movies, filmstrips, and student research reports on Greek daily life and Greek history.

II. Content of Greek II

- A. General Review of Greek I Forms
- B. Translation of Xenophon's Anabasis
- C. Concentration of Greek history through movies, filmstrips, student reports, and teacher lectures.

III. Content of Greek III

- A. Translation of Homer's Iliad.
- B. Study of Greek poetry and drama (comedy and tragedy) through movies, student research reports, and teacher lectures.
- C. Oral reading of Greek poetry and drama in Greek for the sound and style of the poet and dramatist.

L A T I N

The Scott Foresman edition of Using Latin, Books I and II, the Macmillan Company's edition of Latin for Americans, Book III, and the Allyn and Bacon edition of Fourth Year Latin are the approved texts presently being used in the Fairfax County Public Schools. Since there is no designated text for level five Latin, teachers are encouraged to make use of the suggested areas of study and to develop a program geared to individual students' interests, abilities, and needs.

The overall purpose of this program of studies is to inform the citizenry about the rationale of the foreign language curriculum in Fairfax County and to present guidelines for teachers. If this program of studies is to be successful, teacher input is of paramount importance. It is necessary for its feasibility, practicality, and helpfulness to be made known. In addition, possible methods for implementing these objectives, or strategies, must be constantly uppermost in the thoughts of teachers.

Course Description

A general orientation to the essential elements of Latin pronunciation and intonation introduces the student to the oral skill necessary to read aloud Latin passages that have been modified for direct comprehension without actual translation into English. Student awareness of the dependent relationship of English to Latin is sharpened by vocabulary-building and word derivation. Points of grammar are acquired through a study of syntax and a variety of drills. The writing skill is developed by composition of simple sentences and paragraphs based on previously read material. Topics for culture study include: a general introduction to the Latin language and archaeology; the geography of Italy; the religion of the Greeks and Romans; the development and extent of the Roman Empire; streets, roads, and water supply; Roman education; houses; food; dress; industries; and Roman entertainment.

Speaking Objectives:

The student grasps the essential elements of Latin pronunciation, syllabification, and accent in individual words and in thought groups.

Vocabulary Objectives:

1. The student studies lists of vocabulary, recognizing that a Latin word may have more than one meaning and that it should be used in the most appropriate context.
2. The student associates a given Latin word with English derivatives and identifies the Latin root for selected English words.
3. The student recognizes Latin words found in the English language without change.

Reading Objectives:

1. The student reads for comprehension selections which emphasize newly acquired vocabulary and structures.
2. The student translates from Latin into English selections which emphasize newly acquired vocabulary and structure.

Syntax Objective:

The student analyzes a passage for content and for the identification and meaning of words, forms, and syntactical principles.

Writing Objectives:

1. The student rewrites a variety of simple Latin sentences from a given model.
2. The student translates from English into Latin simple sentences involving specific inflectional forms and syntactical principles.

Cultural Objective:

The student demonstrates an understanding of the following aspects of Roman culture:

- a. the general introduction to the Latin language
- b. the geography of Italy (capital, important cities, rivers, mountains, subdivisions, etc.)

- c. the Roman house, its parts, furnishings, and decorations
- d. Roman food and meals
- e. Greek and Roman religion/mythology
- f. Roman education
- g. Roman dress
- h. the Roman economy (commerce and industry)
- i. Roman entertainment (baths, theaters, circuses, gladiatorial combats)
- j. archaeology
- k. introduction to early Roman history (i.e., legendary heroes, the Pyrrhic wars, the Twelve Tables, the Founding of Rome).
- l. the influence of the Graeco-Roman civilization on modern civilizations

Grammar Objective:

The student demonstrates an understanding of the following points of grammar:

1. concept and usage of the five cases in Latin
2. the subject
3. the predicate nominative
4. the predicate adjective
5. the possessive genitive
6. the genitive of the whole/partitive genitive
7. the indirect object
8. dative with special adjectives
9. the direct object
10. the accusative of place-to/which
11. the accusative of duration of time and extent of space
12. the ablative of place-where
13. the ablative of place-from/which
14. the ablative of time-when
15. the ablative of means or instrument
16. the ablative of manner
17. the ablative of accompaniment
18. prepositions
19. conjunctions
20. appositives
21. subject/verb agreement
22. agreement of adjectives
23. locative
24. vocative
25. imperatives: negative and affirmative
26. "ne", "nonne", and "num" indicating questions
27. complementary infinitive
28. objective infinitive
29. the positive, comparative, and superlative degree of second-declension and irregular adjectives.
30. 3 declensions of nouns (1st, 2nd, 3rd, and 3rd i-stem nouns)
31. the verbs "sum" and "possum"
32. all conjugations of verbs (1st, 2nd, 3rd, 3rd IO and 4th)
33. the six tenses in the active voice (present, imperfect, future, perfect, pluperfect, future perfect)
34. cardinal and ordinal numbers up through ten
35. the personal pronouns
36. the demonstrative pronoun/adjectives: "is, ea, id";
"hic, haec, hoc";
"ille, illa, illud"
37. the reflexive adjective: "suus, a, um"
38. the reflexive pronouns
39. the relative pronouns
40. the interrogative pronouns

Course Description

Emphasis on oral work is continued to develop correct Latin pronunciation and intonation in the reading aloud of original works by Roman authors. The student learns additional vocabulary and new points of grammar which facilitate his/her manipulation of more difficult structures when writing sentences and paragraphs in Latin. Topics for culture study include: Pompeian life; the Punic Wars; the origin and development of Carthage; the political, private, and military life of Julius Caesar; the life and customs of the Gauls; and the Roman forum.

Speaking Objective

The student uses correct Latin pronunciation and intonation in reading aloud any prose passage comparable in difficulty to previously studied material.

Vocabulary Objective

1. The student learns selected vocabulary, paying close attention to shades of meaning, connotations, and implications.
2. The student continues to examine Latin words for possible English derivatives and English words for Latin roots.

Reading Objective

1. The student reads for comprehension Latin excerpts from a study of Pompeian Life, the Punic Wars, and Caesar's Gallic War Commentaries, all of which emphasize newly acquired vocabulary and structures.
2. The student translates from Latin into good, idiomatic English selections from a unit on Pompeian Life, the Punic Wars, and Caesar's Gallic War Commentaries.

Syntax Objective

The student analyzes a passage for content and for the identification and meaning of words, forms, and more sophisticated grammatical concepts.

Writing Objective

1. The student writes exercises which involve patterns, dictations, and descriptions.
2. The student translates from English into Latin sentences which emphasize recently learned vocabulary and points of grammar.
3. The student now begins directed composition in Latin based on controlled vocabulary and structures.

Culture Objective

The student displays an awareness of Roman society in the following areas:

1. A study of Pompeian life and the eruption of Mt. Vesuvius
2. Famous personalities and events in Roman history (i.e.: the Gracchi, Cincinnatus, Mucius Scaevola, Horatius Cocles, Lucretia, the Founding of Rome, etc.)
3. The Punic Wars: an English study of the causes, effects, major battles, and outstanding personalities of the wars
4. Carthage: its origin and development
5. Roman society
6. The political and private life of Julius Caesar

7. Roman military affairs (weapons; military strategy, composition of army)
8. The geography of Gaul
9. The customs and religious beliefs of the Gauls and Britons

Grammar Objective

The student shows adeptness in the following areas:

1. review of the level one grammar
2. concept and usage of 3rd declension adjectives
3. positive, comparative, and superlative degrees of 3rd declension adjectives
4. regular and irregular comparison of adverbs
5. "mille" and "milia"
6. the passive voice in all six tenses (present, imperfect, future, perfect, pluperfect, future perfect)
7. conjugation of "eo" and its compounds
8. "volo, nolo, malo"
9. case endings for 4th and 5th declension nouns
10. the verb "fero"
11. the irregular verb "fio"
12. impersonal verbs
13. deponent and semi-deponent verbs
14. participles
15. infinitives
16. indirect statement
17. objective genitive
18. genitive case used with deponent verbs (i.e., reminiscor, obliviscor)
19. genitive of description
20. double dative (dative of purpose and dative of reference)
21. dative of agent
22. dative of possession
23. dative with special or compound verbs
24. ablative absolute
25. ablative of description
26. ablative of personal agency
27. ablative of comparison
28. ablative of separation
29. ablative of accordance
30. ablative case used with certain deponent verbs (i.e., utor, fruor, fungor, potior, vescor)
31. ablative of cause
32. gerund
33. gerundive
34. active periphrastic
35. passive periphrastic
36. the simple condition
37. introduction to the concept of mood-- the indicative VS the subjunctive
38. the subjunctive in its four tenses
39. the sequence of tenses
40. the volitive subjunctive (hortatory and jussive)
41. purpose clauses
42. substantive clause of purpose (noun clause of desire)

- 43. relative clause of purpose
- 44. result clauses
- 45. substantive clause of result
- 46. the supine
- 47. cum causal clauses
- 48. cum circumstantial clauses
- 49. cum concessive clauses
- 50. substantive clauses with verbs of fearing
- 51. anticipatory subjunctive
- 52. negative clauses of doubt
- 53. indirect questions
- 54. cardinal and ordinal numbers above ten
- 55. clauses with verbs of handling
- 56. subordinate clauses in indirect discourse

Course Description

Selections from Pliny the Younger's Epistulae, Ovid's Metamorphoses, and Cicero's Orations Against Catiline are read and studied in detail for their literary, social, political and historical significance. Vocabulary and grammatical structures peculiar to each author are studied. A review of selected grammar points is accomplished through syntax and a variety of pattern drills. Background material to be examined includes: the lives and principal works of Pliny the Younger, Ovid, and Cicero; Roman social classes; the structure and workings of Roman government; mythology; the parts of an oration; the literary influence of Pliny, Ovid, and Cicero on later writers; and a study of Greek and Roman art and archaeology.

Speaking Objective

The student uses correct pronunciation and intonation in reading aloud any prose or poetry from the Latin III content.

Vocabulary Objective

The student learns selected vocabulary from the major works of Pliny the Younger, Ovid, and Cicero, paying close attention to the connotations of words, their proper usage, and their association with English derivatives.

Reading Objective

1. The student interprets the surface meaning of reading selections from Pliny the Younger, Ovid, and Cicero.
2. The student translates from Latin into good, idiomatic English selections from Pliny the Younger, Ovid, and Cicero, while attempting to stay as close as possible to the original Latin meaning.

Syntax Objective

The student analyzes the writings of Pliny the Younger, Ovid, and Cicero for the surface and underlying meaning of individual words and thought groups, for the identification of forms, and for the recognition of syntactical relationships.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and those grammatical principles that have already been learned.
2. The student writes a paragraph in Latin based on familiar vocabulary and grammar.
3. The student writes a simple, original paragraph based on familiar material.

Culture Objective

The student examines the following cultural topics:

1. The lives and works of Pliny the Younger, Ovid, and Cicero
2. The major historical, political, social, and literary events during the lives of Cicero, Ovid, and Pliny the Younger
3. Review of mythology as dictated by Ovid's Metamorphoses
4. The poetic devices in Ovid's Metamorphoses.
5. The rhetorical devices and literary style of Cicero and his influence on later writers

6. The parts of an oration
7. Roman political attitudes and institutions
8. Greek and Roman art and archaeology
9. Social classes
10. Structure of the government

LATIN III

Grammar Objective

The student systematically reviews and refines previously learned grammar and continues to expand his/her knowledge of more sophisticated grammatical concepts as listed below:

Review of:

1. the concept and usage of the 5 cases
2. the 5 declensions of nouns
3. the formation of the 6 verb tenses in the indicative mood, active and passive voices
4. the formation of the 4 verb tenses in the subjunctive mood, active and passive voices
5. the sequence of tenses
6. the formation of the infinitives used in indirect statement
7. the complementary infinitive
8. agreement of adjectives
9. positive, comparative, and superlative degree of adverbs
10. the appositive
11. the predicate nominative
12. the predicate adjective
13. the verbs "sum" and "possum"
14. deponent and semi-deponent verbs
15. impersonal verbs
16. the locative
17. the vocative
18. the imperative
19. the volitive subjunctive-- hortatory and jussive
20. purpose clauses; substantive clauses of purpose; relative clauses of purpose
21. result clauses; substantive clauses of result
22. "cum" clauses
23. infinitives and indirect statement
24. negative clauses of doubt
25. substantive clauses with verbs of fearing
26. anticipatory subjunctive
27. supine
28. gerund
29. gerundive
30. participles
31. the ablative absolute
32. the passive periphrastic
33. positive, comparative, and superlative degree of adjectives
34. cardinal and ordinal numbers
35. special, compound, or irregular verbs (fio, fero, persuadeo, malo, nolo, volo, eo, etc.)
36. questions and answers
37. pronouns

Introduction of:

1. conditional clauses in the subjunctive (contrary to fact; future less vivid)

Latin III (5330)
Section B
September 3, 1974

2. "quod" causal clauses
3. "proviso" clauses
4. deliberative subjunctive
5. optative subjunctive
6. potential subjunctive
7. relative clause of description
8. historical infinitives

Speaking Objective

The student reads aloud in dactylic hexameter excerpts from Vergil's Aeneid, paying close attention to proper scansion.

Vocabulary Objective

The student memorizes new vocabulary encountered in context and reviews lists of words that he/she has learned previously.

Reading Objective

1. The student interprets the surface meaning of a given number of lines of Vergil's Aeneid.

2. The student translates from Latin into good, idiomatic English a passage from Vergil's Aeneid, recognizing the author's underlying meaning wherever possible.

Syntax Objective

The student examines a selection from Vergil's Aeneid for the meaning and connotation of words, for the identification of forms and poetic-grammatical structures, for the analysis of the author's literary style, and for an explanation of the scansion and poetic devices.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and previously learned grammatical principles and give practice with new vocabulary and structures.

2. The student continues to develop skill in writing short paragraphs based on familiar material.

Culture Objective

The student examines Roman civilization in the following areas:

1. A study of the oral poetic tradition
2. The characteristics of epic poetry as opposed to lyric, elegiac, etc.
3. A structural analysis of the format of the Aeneid
4. A study of the life and works of Vergil
5. A study of the historical, political, social and literary events during Vergil's lifetime
6. A study in English of the Aeneid, emphasizing the development of plot, analysis of main characters, etc.
7. Augustus' use of the Aeneid as literary propaganda.
8. Vergil's influence on later writers
9. A comparison of Vergil's Aeneid Book VI with Dantes' Divine Comedy, "Inferno"

Course Description

Reading Vergil's Aeneid silently for comprehension and orally for poetic meter and analyzing Books I, II, IV and VI for content, connotation of words, and author's style are the primary goals of this course. Much attention will be given to the life and times of Vergil, his influence on later writers, his poetic devices, and his Aeneid as literary propaganda.

Grammar Objective

The student individually reviews and continues to refine the grammatical concepts and structures that have already been learned, while paying particular attention to the following:

1. the declension of Greek names
2. genitive of specification
3. dative of personal interest
4. dative of limit of motion
5. accusative of exclamation
6. accusative of respect/specification
7. accusative of limit of motion
8. accusative with the middle voice
9. Greek accusative of specification
10. ablative of origin
11. infinitive with adjectives
12. infinitive of purpose

Course Description

This course may be geared to the individual interests, abilities and needs of students. While comedies written by Plautus and Terence can be studied for content and for an understanding of the composition and workings of the ancient theater, other authors such as Juvenal, Horace, Seneca, Catallus, Martial, Livy, and Tacitus offer a wide selection of literary styles and subjects. Several suggested areas for culture study include: the origins of the comic theater and its influence on theatrical productions up through modern times; a comparison of lyric, epic, and elegia poetry, and a survey of Greek and Roman architecture.

Speaking Objective

The student uses correct pronunciation and intonation in reading aloud a selection from any of the following Roman authors: Plautus, Terence, Catullus, Horace, Tacitus, Livy, Juvenal, Martial, or Seneca.

Vocabulary Objective

The student memorizes new vocabulary encountered in context, paying close attention to the connotation of words for proper interpretation of the author.

Reading Objective

1. The student reads for comprehension a selection from any of the following authors: Plautus, Terence, Catullus, Horace, Tacitus, Livy, Juvenal, Martial, and Seneca.

2. The student translates from Latin into good, idiomatic English selections from Roman literature, recognizing similarities and differences in authors' styles, attitudes, and content.

Syntax Objective

1. The student analyzes a selection from a particular Roman author for literary devices, connotations and implications of words and thought groups, identification of forms, and recognition of syntactical relationships.

Writing Objective

1. The student translates from English into Latin sentences which review vocabulary and grammatical concepts and which emphasize any recently acquired material.

2. The student writes simple paragraphs, imitating as closely as possible the style of the author being studied.

Culture Objective

The student demonstrates an understanding of Roman civilization in the following areas:

1. A study of Greek and Roman theater (the physical aspect, the development of comedy and drama, scenery, props, etc.)
2. A detailed study of the life and works of Plautus and of Terence
3. A comparative study of lyric, elegiac, epic, and narrative poetry
4. A detailed study of the lives and works of Catullus, Horace, Martial, and of Juvenal
5. Schools of philosophy in the Ancient World (epicurean, stoic, etc.)

6. Livy's and Tacitus' motives in writing history and their personal impressions of the periods about which they wrote.
7. A survey of the outstanding historical, political, social, economic, and literary events in Book I of Livy's Ab Urbe Condita, and from the Principate of Augustus to the Reign of Nero as documented in the Annales of Tacitus.
8. A comparison between the Vulgate and classical Latin with major emphasis upon similarities and/or differences in vocabulary, structure, and themes.
9. A survey of Greek and Roman architecture --the Athenian Acropolis, the Sanctuary at Delphi, the Roman Forum, the Colosseum, the Pantheon, the Ara Pacis Augustae, etc.

Grammar Objective

The student reviews grammatical concepts and structures according to his/her individual needs.

PROGRAM OF STUDIES

FOREIGN LANGUAGE

GRADES 7-12

SECTION C

WORKING DRAFT

A-L-M UNIT 12

A SAMPLE UNIT

FRENCH - GERMAN - RUSSIAN - SPANISH

A-L-M UNIT 12
A SAMPLE UNIT/

Individualization of instruction can involve giving the student choices in the areas of time used to cover the content, the goals of the course, the content itself, the activities or approaches used to master the objectives, and/or the methods of evaluation. This sample unit is geared toward individualizing the activities the students will use to master oral objectives. It stresses small group work as a means of making more effective use of class time by allowing many students to repeat, ask and answer questions, drill and converse simultaneously. Small group work will also give the student more access to the teacher on a personalized basis for diagnosis of his/her special problems.

The oral objectives for each unit will be given to the student at the beginning of each A-L-M unit starting with Unit 12. The students will have as much as thirty minutes of class time for working in learning centers to develop oral skills. The room will be organized around 5 learning centers:

- 1) listening center - tapes and tape recorder, jackbox, headsets, records and record player
- 2) Dialog center-- flashcards, picture cards, questions and answers to match, recombination dialogs
- 3) Structure center-- explanation of grammatical structures taken from different texts, drill cards, transparencies
- 4) Culture center-- available mini-courses on travel, shopping, eating, geography, history, metric system. Slide viewer, games related to travel, restaurants, etc.
- 5) Evaluation center-- teacher will be available along with student aid, if possible, for evaluating student performance at given times of the day and after school

Large group work will be done daily to present new material, to review, to take written quizzes and tests, to collect and assign homework. The objectives for these activities will be spelled out to the students on a day-to-day basis.

The students will have a list of activities, some of which can be checked off by themselves or by another student. Each unit has certain activities which will be designated as oral tests. These activities will be evaluated by the teacher using a scale of 0-5 points and the score will be recorded on the student's evaluation sheet.

Objective # 1: I can pronounce, understand and use the Dialog and Supplement from Unit 12.

Teacher	Teacher or Student	Student

1. Read the Dialog Part 1 of Unit 12 while listening to Tape A.
2. Arrange the Dialog phrase cards in order.
3. Using Dialog flashcards, give the Spanish for the English phrases.
4. Read the Supplement listening to Tape 12 A.
5. Unscramble the Supplement sentences and read each sentence aloud.
6. Identify orally to a member of your group the items in the picture cards
7. "Preguntas" is a matching game using questions and answers based on the Dialog and Supplement. Play this game and then try to answer the questions in your group. Then see if you can give the question when you hear the answer.
8. "Recombination" tests your knowledge and understanding of the Dialog and Supplement by asking you questions with another member of your group or the teacher.
9. Oral test: Answer five questions based on the D. and S. material. You will earn a score of from 0-5 points based on pronunciation, fluency (no stumbling or hesitating), and understanding.
Follow the activities listed above to master part 2 of the D. and S.

- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

Objective #2: I understand and can use direct object pronouns

Teacher	Teacher or Student	Student	
			19. Using Tape 12 B do exercises 6, 7 and 8. These exercises are on Pg. 228 and 229 of your textbook. See if you can do at least some of the exercises without looking at the book.
			20. in your group do the exercises on the structure cards dealing with direct object pronouns.
			21. Attend the Structure Seminar to ask questions about and review use of direct object pronouns.
			22. Oral test: Answer five questions replacing the direct object with a direct object pronoun. Example: ¿Tienes el libro? Sí, lo tengo.
			Objective #3: I can talk about a shopping trip with a friend.
			23. Listen to Dialogs I and III with Tape 12. These dialogs can be found on Pgs. 240-241.
			24. Read aloud the Dialogs on Pgs. 240-241.
			25. In small groups answer the questions on the Dialog.
			26. Choose a partner from the class and together complete one of the partial dialogs found in the Dialog Center.
			27. Present your dialog to the teacher to be checked for errors.
			28. Oral test: with your partner present the dialog to the teacher fluently without notes. You may use puppets or other props for your presentation.
			Objective #4: Using the information in the Narrative I can tell about a trip I would like to make to Latin America.
			29. Read the Narrative on Pgs. 242-243 aloud.
			30. Answer the questions on Pg. 243 in small group. The teacher will be available for help.
			31. Take a blank map from the cultural center and label the countries of Central and South America.
			32. Play the game, "estoy pensando en un país". Instructions are in Cultural Center.
			33. Culture test: While looking at your map, tell about a trip you are going to make.

STUDENT EVALUATION SHEET

	DATE	EVALUATOR	CORE
Activity #9	_____	_____	_____
Activity #18	_____	_____	_____
Activity #22	_____	_____	_____
Activity #28	_____	_____	_____
Activity #32	_____	_____	_____
Unit Test	_____	_____	_____
Quizzes			_____
Activity papers			_____
Large group participation			_____
Total			_____

MATERIAL AVAILABLE FOR SMALL GROUP WORK

Some of the material in the learning center which will be used by small groups of students include:

Dialog Phrasecards - Write each of the dialog lines on pieces of posterboard. These can be arranged in the correct sequence, used to elicit the next line, to get the English, etc.

Dialog Flashcards - These are 4" X 6" cards with segments of the dialog and supplement material in Spanish on one side and English on the other.

Supplement Scramble - Each Supplement phrase is underlined with a different color, then cut into pieces to be arranged by the students. The words are numbered consecutively on the back so the student can check for the correct word order.

Picture Cards - Glue magazine cutouts on one side of a notecard. Then, write the noun on the other side. Stick-on letters make durable and attractive picture cards.

Preguntas - Write questions based on the dialog and supplement, with corresponding answers on separate cards. The students then match the questions with the answer and check by making sure the letter on the back of the answer card is the same as the one on the question card.

Recombination - These are personal questions using the vocabulary from the dialog and supplement. The questions are arranged in a sequence beginning with "yes or no", e.g., Do you want to go shopping? Followed by choice questions, e.g., Do you want to go shopping in a department store or a shop? Then questions that ask for information, e.g., Why do you want to go shopping?

Structure Cards - These are notecards containing several different drills on the same structural point. The answers should be on the cards so that one member of the group can drill the others. These drills are different from the ones in the book and on the tapes. They can be taken from other textbooks or made up by the teacher.